

GREENVILLE MIDDLE ACADEMY

339 Lowndes Avenue
Greenville, SC 29607

GRADES 6-8 Middle School

ENROLLMENT 801 Students

PRINCIPAL Dr. Robert L. Palmer 864-241-3360

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	16	5	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 24 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No

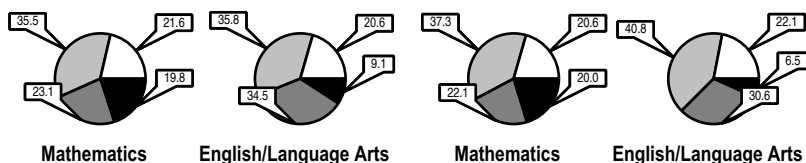
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

91.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	803	99.4	19.9	35.8	34.6	9.8	52.8	Yes	Yes
Gender									
Male	433	99.3	23.4	37.6	31.3	7.7	47.8		
Female	370	99.5	15.8	33.6	38.4	12.2	58.9		
Racial/Ethnic Group									
White	500	99.8	7.8	34.4	44.1	13.6	67.8	Yes	Yes
African-American	225	98.2	48.4	36.2	13.3	2.1	21.3	Yes	Yes
Asian/Pacific Islander	16	100.0	15.4	38.5	46.2	0.0	61.5	I/S	I/S
Hispanic	60	100.0	30.0	48.0	20.0	2.0	24.0	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	710	100.0	15.5	36.5	37.9	10.2	57.4		
Disabled	93	94.6	57.7	29.5	6.4	6.4	14.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	803	99.4	19.9	35.8	34.6	9.8	52.8		
English Proficiency									
Limited English Proficient	10	100.0	33.3	22.2	44.4	0.0	0.0	I/S	I/S
Non-Limited English Proficient	793	99.4	19.8	35.9	34.4	9.9	52.9		
Socio-Economic Status									
Subsidized meals	259	98.1	44.0	38.1	14.2	3.7	23.4	Yes	Yes
Full-pay meals	544	100.0	9.8	34.8	43.1	12.3	65.2		

Mathematics - State Performance Objective = 15.5%									
All Students	803	99.3	20.6	35.5	23.1	20.8	56.2	Yes	Yes
Gender									
Male	433	99.1	21.7	31.7	23.4	23.2	59.1		
Female	370	99.5	19.3	40.2	22.6	17.9	52.7		
Racial/Ethnic Group									
White	500	99.6	9.3	34.3	27.5	28.9	71.3	Yes	Yes
African American	225	98.2	48.4	36.7	10.6	4.3	21.3	Yes	Yes
Asian/Pacific Islander	16	100.0	7.7	38.5	30.8	23.1	69.2	I/S	I/S
Hispanic	60	100.0	30.0	42.0	24.0	4.0	36.0	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	710	99.9	15.8	36.9	25.3	22.0	60.4		
Disabled	93	94.6	61.5	24.4	3.8	10.3	20.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	803	99.3	20.6	35.5	23.1	20.8	56.2		
English Proficiency									
Limited English Proficient	10	100.0	11.1	33.3	22.2	33.3	0.0	I/S	I/S
Non-Limited English Proficient	793	99.2	20.7	35.6	23.1	20.6	55.9		
Socio-Economic Status									
Subsidized meals	259	98.1	41.3	39.9	12.4	6.4	28.0	Yes	Yes
Full-pay meals	544	99.8	11.9	33.7	27.6	26.8	68.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	262	99.2	23.1	32.9	30.3	13.7	44.0
	Grade 7	262	99.6	17.8	40.9	37.2	4.0	41.3
	Grade 8	249	99.6	24.7	42.3	25.6	7.5	33.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	269	100.0	23.1	35.7	35.3	5.9	41.2
	Grade 7	262	100.0	21.0	38.1	31.0	9.9	40.9
	Grade 8	272	100.0	17.0	37.5	34.7	10.8	45.6

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	262	100.0	20.3	29.1	25.3	25.3	50.6
	Grade 7	262	100.0	21.0	32.7	23.0	23.4	46.4
	Grade 8	249	100.0	33.8	43.4	12.7	10.1	22.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	269	100.0	23.9	31.0	22.4	22.7	45.1
	Grade 7	262	100.0	17.1	31.3	27.4	24.2	51.6
	Grade 8	272	99.6	21.3	47.7	20.2	10.9	31.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 801)				
Students enrolled in high school credit courses (grades 7 & 8)	32.5%	Down from 49.5%	26.3%	14.6%
Retention rate	2.4%	Up from 0.9%	2.4%	3.0%
Attendance rate	96.6%	Up from 96.3%	96.2%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%		3.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%		3.3%	5.3%
Eligible for gifted and talented	33.5%	Up from 30.4%	24.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.0%	Up from 10.4%	10.5%	13.9%
Older than usual for grade	2.6%	Up from 2.5%	2.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.4%	0.7%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	55.8%	Up from 52.2%	56.8%	48.7%
Continuing contract teachers	97.7%	Up from 89.1%	84.2%	81.7%
Highly qualified teachers**	91.7%	N/A	91.7%	90.4%
Teachers with emergency or provisional certificates	4.7%		3.3%	5.3%
Teachers returning from previous year	87.7%	Down from 88.7%	88.4%	85.1%
Teacher attendance rate	95.6%	Down from 98.3%	95.3%	94.8%
Average teacher salary	\$42,672	Up 2.0%	\$42,117	\$40,566
Prof. development days/teacher	9.8 days	Up from 6.6 days	10.3 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	3.3
Student-teacher ratio in core subjects	26.8 to 1	Up from 25.6 to 1	23.2 to 1	21.3 to 1
Prime instructional time	91.2%	Down from 94.0%	91.0%	89.3%
Dollars spent per pupil*	\$5,166	Up 3.0%	\$5,824	\$5,821
Percent of expenditures for teacher salaries*	63.9%	Up from 63.4%	63.4%	61.8%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	98.5%	Down from 99.0%	96.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.2%		92.0%	
Highly qualified teachers in high poverty schools**	93.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greenville Middle School Academy of Traditional Studies focuses on reading, writing, and vocabulary development across the curriculum and supports a strong liberal arts interdisciplinary curriculum. We emphasize vocabulary development as part of literature analysis and by close study of Latin and Greek stems. The library Media Center, which contains over 25,000 items for student checkout and research, supports Greenville Middle students as readers and researchers.

Greenville Middle School's mission is to cooperate with home and community to provide diverse, academically challenging, education experiences to prepare emerging adolescents to become self-directed, confident, life-long learners in a changing technological world and productive participants in a democratic society. Greenville Middle Academy monitors progress toward our mission. We examine norm-referenced and criterion referenced tests, catalog school, students, and teacher awards and achievements, conduct pre/post analyses of student, parent, and teacher surveys, collect samples of student and teacher work, and conduct regular classroom observations. Our findings and recommendations for continued growth can be found in the Greenville Middle School Portfolio. Parents and community members are invited to stop by the school and look through the Portfolio, on display in the front office, for specific information on topics from test results to parent and student surveys.

Greenville Middle and its students receive district, state, and national recognition. Our school has been designated a "Palmetto's Finest" school and an Exemplary Writing school by the state of South Carolina. Students have distinguished themselves in state and district contests. Greenville Middle boasts state winners in Junior Beta Club, Mathematics, Science, Strings, and Writing.

The success of Greenville Middle's academic program is reflected in recent test scores as well. PACT scores show continued progress toward our school goal of moving students out of the below basic category. Our students continue to score above both the district and state averages on the PACT test. Because the dynamics of our population changes yearly, Greenville Middle monitors school and student performance as well as opinion surveys yearly to maintain a mission that reflects the strengths and needs of our students. Greenville Middle continues to offer Greenville County students a desired learning and growing environment.

Robert Palmer, Principal
Dr. Gene McCall, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	201	113
Percent satisfied with learning environment	90.0%	76.0%	82.0%
Percent satisfied with social and physical environment	85.4%	72.9%	77.9%
Percent satisfied with home-school relations	90.2%	84.8%	74.1%

*Only students at the highest middle school grade level at this school and their parents were included.